

Story-based Instruction Assignment

(Using Children's Literature to Teach Language, Content, and Culture)

Purposes:

- 📖 To become more comfortable making presentations in Spanish in front of a class
- 📖 To practice applying key principles of second language acquisition and best practices in Spanish pedagogy
- 📖 To practice using the PACE Model as a tool for teaching language, content, and culture through authentic children's literature
- 📖 To practice planning pre-, during, and post-listening/reading/viewing activities to support student comprehension of and engagement with authentic children's literature

Instructions:

- 1) Use the principles we discussed in class to select a **children's book** (preferably one that is culturally authentic) in your target language.
- 2) Use the story you have selected as the basis for a **7-10 minute grammar lesson Spanish** that would be appropriate for **2nd year Spanish learners**.
- 3) Prepare a written outline for the class that includes the activities you will use to accomplish each of the following steps:
 - ❑ **Preparation:** What **pre-reading/listening activities** will you use with this story in order to activate students' prior knowledge and prepare them for this grammar lesson (in terms of theme, grammar, vocabulary, and culture)?
 - ❑ **Presentation:** What **during reading** activities will you use to help learners to participate in the reading? How can you present the story so that learners are actively engaged in making meaning from it? How will you scaffold learners' participation?
 - ❑ **Attention:** How can you help students to **actively engage** with the text multiple times, in a variety of ways, and for various purposes (as a springboard to communication and interaction with the target language community, and as a tool for examining language use, acquiring vocabulary, and exploring culture)?
 - ❑ **Co-construction:** What can you have learners do with the story that will *focus their attention* on the grammar point you have chosen? How can you collaborate with students to explain the principles of the grammar point, and to identify examples of it from the story?
 - ❑ **Extension:** What **post-reading** activities will you use to check for comprehension? To build on the language, content, and culture introduced by the story? To help students see connections to other disciplines? To strengthen both oral and written interpersonal and presentational skills? What can you ask learners to do with the story that will reinforce the grammar and vocabulary you are targeting in this lesson for and give them opportunities to use it for meaningful communication (both oral and written)?
- 4) Consider the following questions as you plan your lesson:
 - a) Do I have clear instructional **purpose** in mind and can I explain and justify my reasons for selecting *this* particular children's book as a **quality** tool for accomplishing those objectives?
 - b) Is what I am asking students to do with the text **appropriate for 2nd year language learners**?
 - c) Have I brainstormed all possible connections (language, content, culture, comparisons, community) to the story? Have I used as many of those **connections** as possible to increase the depth, value, and impact of my lesson?
 - d) Have I **anticipated the problems** students will encounter and structured my lesson accordingly?